

Missouri Department of Elementary and Secondary Education

Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://dese.mo.gov/special-education/state-performance-plan>.

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile; however, most of the data are reported by the LEAs directly to the Department.

See the link below for the Special Education Profile Review Guide

<http://dese.mo.gov/sites/default/files/districtprofilereviewguide.pdf>

Questions? Please contact Special Education - Data Coordination at 573-751-7848 or speddata@dese.mo.gov.

SPP Targets and District Status					
SPP Indicator			State Data 2016-17		Target 2016-17*
Early Childhood Special Education Data					
ECSE children in regular EC program receiving majority of services in EC (SPP 6A)			25.57%	Met	≥ 32.00%
ECSE children in special education separate class, school or residential setting (SPP 6B)			33.54%	Not Met	≤ 29.00%
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)			99.00%	Not Met	= 100.00%
Percent of children in ECSE who demonstrated improved: (SPP 7)	Positive social-emotional skills:	Summary Statement 1	95.80%	Met	≥ 92.70%
		Summary Statement 2	44.84%	Not Met	≥ 45.00%
	Acquisition and use of knowledge and skills:	Summary Statement 1	96.95%	Met	≥ 93.80%
		Summary Statement 2	38.71%	Met	≥ 37.00%
	Use of appropriate behaviors to meet needs:	Summary Statement 1	95.42%	Met	≥ 90.70%
		Summary Statement 2	54.28%	Met	≥ 53.00%
Child Count and Educational Environment Data					
Percent of children with IEPs inside regular class >79% of the day (SPP 5A)			58.10%	Met	≥ 56.00%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)			8.57%	Met	≤ 10.20%
Percent of children with IEPs served in separate settings (SPP 5C)			3.52%	Met	≤ 3.70%
Was district identified as having disproportionality of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)			NA		
Assessment Data					
Participation rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11) - (SPP 3B)			99.74%	Met	≥ 95.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3B)			99.72%	Met	≥ 95.00%
Proficiency rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11) (SPP 3C)			28.68%	Not Met	≥ 29.00%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3C)			18.08%	Not Met	≥ 20.00%
Evaluation Data					
Percent of children with parental consent to evaluate who were evaluated and had eligibility determined within 60 days (SPP 11)			99.46%	Not Met	= 100.00%
Parent Survey Data					
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)			72.71%	Met	≥ 70.00%
Suspension/Expulsion Data					
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)			NA		
Was district identified as having significant discrepancies in suspension/expulsion rates by race/ethnicity? (SPP 4B)			NA		
Secondary Transition Data					
Graduation rate for students with disabilities (SPP 1)			76.91%	Met	≥ 73.50%
Dropout rate for students with disabilities (SPP2)			2.43%	Met	≤ 4.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)			87.67%	Not Met	= 100.00%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education		28.50%	Met	≥ 24.40%
	enrolled in higher education or competitively employed		59.67%	Met	≥ 46.90%
	total employed / continuing education		64.29%	Met	≥ 51.30%

Early Childhood Special Education (ECSE) Data**Early Childhood Special Education Child Count and Participation Rates**

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5			
	2014-15	2015-16	2016-17
Child Count	11,957	12,336	12,820

Source: District reported data via MOSIS Student Core (December cycle)

Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments		2014-15		2015-16		2016-17	
		#	%	#	%	#	%
<i>In the regular early childhood program:</i>		6,782	56.72%	6,931	56.19%	7,350	57.33%
♦ 10+ hours with majority of sped services in	EC Program*	2,852	23.85%	2,750	22.29%	2,911	22.71%
	Other location	2,815	23.54%	3,010	24.40%	3,276	25.55%
♦ less than 10 hours with the majority of sped services in:	EC Program*	431	3.60%	428	3.47%	367	2.86%
	Other location	684	5.72%	743	6.02%	796	6.21%
Separate Class**		3,789	31.69%	4,103	33.26%	4,123	32.16%
Separate School**		186	1.56%	174	1.41%	177	1.38%
Residential Facility**		0	0.00%	0	0.00%	0	0.00%
Home		132	1.10%	103	0.83%	105	0.82%
Service Provider location		1,068	8.93%	1,025	8.31%	1,065	8.31%
Total Early Childhood		11,957	100.00%	12,336	100.00%	12,820	100.00%
Total attending and receiving majority of services in early childhood program* (SPP 6A)		3,283	27.46%	3,178	25.76%	3,278	25.57%
Total separate placement** (SPP 6B)		3,975	33.24%	4,277	34.67%	4,300	33.54%

Source: District reported data via MOSIS Student Core (December cycle) Percentage = Educational Environment / Total Educational Environment

*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

** Total separate includes children reported in Separate Class, Separate School and Residential Facility.

Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	2012-13	2013-14	2014-15	2015-16	2016-17
Number referred and eligible	431	518	421	484	599
IEPs developed within acceptable timelines	406	512	402	472	593
Percent developed within acceptable timelines	94.20%	98.84%	95.49%	97.52%	99.00%

Note: Data are collected from districts in the year prior to Monitoring review

Early Childhood Outcome Data (SPP 7)

Districts are required to assess children's abilities when they begin and end receiving ECSE services. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

2016-17 School Year	Outcomes:		Acquiring & Using Knowledge & Skills		Taking Appropriate Action to Meet Needs	
	#	%	#	%	#	%
Percent of children who						
a. did not improve functioning	62	1.14%	73	1.34%	72	1.33%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	131	2.41%	82	1.51%	130	2.39%
c. improved functioning to a level nearer to same-age peers but did not reach	2,804	51.61%	3,175	58.44%	2,282	42.00%
d. improved functioning to reach a level comparable to same-aged peers	1,593	29.32%	1,747	32.16%	1,926	35.45%
e. maintained functioning at a level comparable to same-aged peers	843	15.52%	356	6.55%	1,023	18.83%
Total	5,433	100.00%	5,433	100.00%	5,433	100.00%
Summary Statements						
1. Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited		95.80%	96.95%	95.42%		
2. Percent of children who were functioning within age expectations by the time they exited.		44.84%	38.71%	54.28%		

Summary Calculations: 1. $((c+d)/(a+b+c+d))*100$ 2. $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core (June cycle)

Child Count and Educational Environment Data

Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Incidence Rate 2016-17
Intellectual Disability	9,434	26	1.07%
Emotional Disturbance	6,594	34	0.75%
Speech Impairment	18,128	956	2.05%
Language Impairment	9,614	176	1.09%
Orthopedic Impairment	441	6	0.05%
Visual Impairment	444	7	0.05%
Hearing Impairment	1,094	12	0.12%
Specific Learning Disabilities	30,447	453	3.44%
Other Health Impairment	24,139	398	2.73%
Deaf/Blindness	26	0	0.00%
Multiple Disabilities	1,401	11	0.16%
Autism	11,082	167	1.25%
Traumatic Brain Injury	399	4	0.05%
Young Child w/ Developmental Delay	2,705	71	0.31%
Total	115,948	2,321	13.12%

Source: District reported data via MOSIS Student Core (December cycle). Child Count data is as of December 1
Incidence rate = Total / K-12 district enrollment

School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are included in the general education classroom.

Placement Categories	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5A)	65,818	58.41%	66,624	58.38%	67,370	58.10%
Inside Regular Class 40-79%	30,128	26.74%	30,977	27.14%	32,009	27.61%
Inside Regular Class <40% (SPP 5B)	10,072	8.94%	9,981	8.75%	9,933	8.57%
Private Separate (Day) Facility*	804	0.71%	874	0.77%	901	0.78%
Public Separate (Day) Facility*	1,557	1.38%	1,569	1.37%	1,618	1.40%
Homebound/Hospital*	681	0.60%	618	0.54%	630	0.54%
Private Residential Facility*	7	0.01%	2	0.00%	2	0.00%
Correctional Facility	337	0.30%	260	0.23%	233	0.20%
Parentally Placed Private School	2,306	2.05%	2,284	2.00%	2,321	2.00%
State Operated Separate School [^]	964	0.86%	928	0.81%	931	0.80%
Total School Age	112,674	100.00%	114,117	100.00%	115,948	100.00%
Total of Separate Placements* (SPP 5C)	4,013	3.56%	3,991	3.50%	4,082	3.52%

Source: District reported data via MOSIS Student Core (December cycle)

***Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School

[^]This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total enrollment, special education child count and disability categories

School Year: 2016-17	White %	Black %	Hispanic %	Asian %	Indian %	Pacific%	Multi%	Total %
Total District Enrollment (K-12)	71.73%	15.95%	6.17%	1.95%	0.39%	0.26%	3.55%	100.00%
Total IEP Child Count (3-21)	71.44%	18.27%	5.25%	1.03%	0.49%	0.14%	3.38%	100.00%
Intellectual Disability	62.65%	28.27%	4.82%	1.21%	0.53%	0.17%	2.35%	100.00%
Emotional Disturbance	66.01%	24.86%	3.64%	0.32%	0.44%	0.08%	4.66%	100.00%
Speech/Language Impairment	74.90%	13.78%	5.83%	1.36%	0.46%	0.16%	3.51%	100.00%
Specific Learning Disability	69.86%	19.37%	6.50%	0.48%	0.50%	0.17%	3.12%	100.00%
Other Health Impairment	74.32%	17.40%	3.68%	0.60%	0.56%	0.08%	3.36%	100.00%
Autism	72.76%	15.79%	4.91%	2.38%	0.42%	0.10%	3.64%	100.00%

Source: District reported data via MOSIS Student Core

Student Assessment Data

District Annual Measurable Objective (AMO) for Students with Disabilities (SPP 3A)

Student assessment data is evaluated for AMO purposes for specific subgroups of students, one of which is students with disabilities. For district AMO status, refer to the Missouri Comprehensive Data System (MCDS) Portal at:

<http://mcds.dese.mo.gov/guided inquiry/Pages/State-Assessment.aspx>

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3B and 3C)

The following table indicates statewide assessment results for students with disabilities

Assessment results for 2014, 2015 and 2016 in the content areas of English Language Arts and Mathematics are not comparable to each other due to changes in the assessments.

Grade	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)
2016-17 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	9,964	9,949	3,536	99.8%	35.5%	9,956	9,942	2,671	99.9%	26.9%
4	10,316	10,293	3,565	99.8%	34.6%	10,308	10,285	2,549	99.8%	24.8%
5	9,897	9,875	2,745	99.8%	27.8%	9,891	9,868	1,894	99.8%	19.2%
6	9,392	9,371	2,420	99.8%	25.8%	9,385	9,364	1,293	99.8%	13.8%
7	9,226	9,199	2,234	99.7%	24.3%	9,214	9,183	1,206	99.7%	13.1%
8	8,783	8,742	1,911	99.5%	21.9%	8,499	8,456	736	99.5%	8.7%
HS	897	893	313	99.6%	35.1%	897	889	136	99.1%	15.3%
3-5	30,177	30,117	9,846	99.8%	32.7%	30,155	30,095	7,114	99.8%	23.6%
6-8	27,401	27,312	6,565	99.7%	24.0%	27,098	27,003	3,235	99.6%	12.0%
All	58,475	58,322	16,724	99.7%	28.7%	58,150	57,987	10,485	99.7%	18.1%
2015-16 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	9,942	9,937	3,398	99.9%	34.2%	9,955	9,950	2,600	99.9%	26.1%
4	9,868	9,859	3,305	99.9%	33.5%	9,862	9,851	2,395	99.9%	24.3%
5	9,637	9,628	2,651	99.9%	27.5%	9,637	9,628	1,844	99.9%	19.2%
6	9,330	9,308	2,445	99.8%	26.3%	9,326	9,307	1,248	99.8%	13.4%
7	8,969	8,947	2,072	99.8%	23.2%	8,961	8,941	1,153	99.8%	12.9%
8	8,343	8,321	1,796	99.7%	21.6%	8,153	8,132	689	99.7%	8.5%
HS	7,296	7,294	2,794	100.0%	38.3%	7,268	7,266	1,823	100.0%	25.1%
3-5	29,447	29,424	9,354	99.9%	31.8%	29,454	29,429	6,839	99.9%	23.2%
6-8	26,642	26,576	6,313	99.8%	23.8%	26,440	26,380	3,090	99.8%	11.7%
All	63,385	63,294	18,461	99.9%	29.2%	63,162	63,075	11,752	99.9%	18.6%
2014-15 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	9,651	9,640	2,995	99.9%	31.1%	9,639	9,630	2,498	99.9%	25.9%
4	9,725	9,717	2,933	99.9%	30.2%	9,722	9,714	2,260	99.9%	23.3%
5	9,684	9,679	2,567	99.9%	26.5%	9,680	9,676	1,509	100.0%	15.6%
6	9,211	9,193	2,077	99.8%	22.6%	9,201	9,188	1,141	99.9%	12.4%
7	8,711	8,693	1,866	99.8%	21.5%	8,689	8,673	938	99.8%	10.8%
8	8,495	8,480	1,635	99.8%	19.3%	8,297	8,276	736	99.7%	8.9%
HS	7,392	7,392	2,560	100.0%	34.6%	7,735	7,735	1,813	100.0%	23.4%
3-5	29,060	29,036	8,495	99.9%	29.3%	29,041	29,020	6,267	99.9%	21.6%
6-8	26,417	26,366	5,578	99.8%	21.2%	26,187	26,137	2,815	99.8%	10.8%
All	62,869	62,794	16,633	99.9%	26.5%	62,963	62,892	10,895	99.9%	17.3%

Source: MAP Assessment - includes MAP and MAP-A results

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Evaluation, Parent Involvement and Suspension/Expulsion Data

Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2012-13	2013-14	2014-15	2015-16	2016-17
Number evaluated	7,024	7,605	6,745	8,468	8,892
Number within acceptable timelines	6,843	7,527	6,608	8,366	8,844
Percent within acceptable timelines	97.42%	98.97%	97.97%	98.80%	99.46%

Note: Data collected from districts in year prior to monitoring review

Parent Survey Data (SPP 8)

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2012-13	2013-14	2014-15	2015-16	2016-17
Total Responses	4,495	4,540	4,865	6,756	6,712
Number Agree/Strongly Agree	3,486	3,383	3,579	5,111	4,880
% Agree/Strongly Agree	77.55%	74.52%	73.57%	75.65%	72.71%

Source: Special Education Parent Survey

Note: Data collected from districts in year prior to monitoring review

Suspension/Expulsion Data (SPP 4A / 4B)

School Year 2016-17	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Number	Rate per 100 students	
Student Counts					
OSS - All	12,165	9.4	33,706	4.3	2.21
OSS > 10 Days	2,015	1.6	5,013	0.6	2.47
ISS - All	17,676	13.7	64,931	8.2	1.67
ISS > 10 Days	1,633	1.3	4,467	0.6	2.24
Total OSS and ISS	23,425	18.2	81,608	10.3	1.76
Incident Counts					
OSS - All	25,430	19.7	58,602	7.4	2.66
OSS > 10 Days	2,153	1.7	5,407	0.7	2.44
American Indian	13	2.2	Note: the ratios for the racial/ ethnic groups use the Non-Disabled OSS>10 days for all races as the comparison group		3.19
Asian	5	0.4			0.51
Black	1,104	4.9			7.12
Hispanic	83	1.2			1.79
Multi Racial	68	1.5			2.24
Pacific Islander	2	1.1			1.61
White	878	0.9			1.38
ISS - All	44,264	34.4	143,327	18.1	1.89
ISS > 10 Days	1,664	1.3	4,521	0.6	2.26
Total OSS and ISS	69,694	54.1	201,929	25.6	2.12

Source: District reported data via June MOSIS Discipline and MOSIS Student Core

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5K-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities (SPP 1, 2)

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

Graduation data (SPP 1)	2014-15	2015-16	2016-17
Number of students with disabilities who graduated	6,524	6,457	6,370

Graduation Cohort data/rates	4yr Rate	5yr Rate	6yr Rate	7yr Rate
2017 Cohort	2017	2018	2019	2020
Total Cohort Graduates	5,763			
Total Cohort	7,493			
Graduation Rate	76.91%	NA	NA	NA
2016 Cohort	2016	2017	2018	2019
Total Cohort Graduates	5,797	6,126		
Total Cohort	7,465	7,377		
Graduation Rate	77.66%	83.04%	NA	NA
2015 Cohort	2015	2016	2017	2018
Total Cohort Graduates	5,794	6,161	6,307	
Total Cohort	7,531	7,453	7,395	
Graduation Rate	76.94%	82.66%	85.29%	NA
2014 Cohort	2014	2015	2016	2017
Total Cohort Graduates	5,831	6,234	6,380	6,524
Total Cohort	7,746	7,662	7,622	7,605
Graduation Rate	75.28%	81.36%	83.71%	85.79%

Graduation rate = Number of IEP graduates in cohort / Total number of IEP students in cohort x 100

Dropout data - grades 9-12 only (SPP 2)	2014-15	2015-16	2016-17
Total number of students with disabilities grades 9-12	38,098	38,214	38,400
Number of students with disabilities who dropped out 9-12	898	840	934
Dropout rate for students with disabilities grades 9-12	2.36%	2.20%	2.43%

Dropout rate = Number of IEP dropouts in Gr 9-12 / Total number of IEP students in Gr 9-12

Source: District reported data via MOSIS Student Core / Enrollment and Attendance

Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2012-13	2013-14	2014-15	2015-16	2016-17
Total Reviewed	850	800	709	666	738
Number Met	744	709	628	588	647
Percent Met	87.53%	88.63%	88.58%	88.29%	87.67%

Note: Data collected from districts in year prior to monitoring review

Secondary Transition Data

Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14)

Districts are required to follow-up with all graduates and dropouts in the year after leaving high school. The following table indicates the district-reported data.

<i>Follow-up reported during the 2016-17 School Year</i>		Graduates		Dropouts		Total	
		#	%	#	%	#	%
(1) 2-year College	<i>completed at least one term</i>	1,493	23.3%	3	0.4%	1,496	20.8%
(2) 4-year College		555	8.7%	1	0.1%	556	7.7%
(3) Non-College		225	3.5%	1	0.1%	226	3.1%
(4) Employed (Competitively)	<i>at least 20 hrs per week for 90 days</i>	2,008	31.4%	99	12.4%	2,107	29.3%
(5) Employed (Not Competitively)		99	1.5%	8	1.0%	107	1.5%
(6) Military		136	2.1%	1	0.1%	137	1.9%
(7) Other		733	11.5%	111	13.9%	844	11.7%
(8) Continuing Ed - did not complete 1 term		318	5.0%	11	1.4%	329	4.6%
(9) Employed - less 20 hrs/week or 90 days		401	6.3%	38	4.7%	439	6.1%
(10) Unknown		431	6.7%	528	65.9%	959	13.3%
(11) <i>Not Available</i>		55		26		81	
Total (excludes Not Available)		6,399	100.0%	801	100.0%	7,200	100.0%
A. Enrolled in higher education*		2,048	32.0%	4	0.5%	2,052	28.5%
B. Enrolled in higher education or competitively employed*		4,192	65.5%	104	13.0%	4,296	59.7%
C. Total Employed / continuing Education*		4,516	70.6%	113	14.1%	4,629	64.3%

*Summary Calculations

Source: District reported data via MOSIS February Follow-up

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (4) + (6)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some